

**August 4, 2006**

**TO:** Superintendents, Principals, Business Managers, Charter School Directors, Title I Directors, Special Education Directors, Testing Coordinators, Technology Coordinators, and Public Information Officers

**FROM:** Jana Jones, Chief Deputy Superintendent

**RE:** Weekly News & Reports

### **STATE BOARD TO MEET IN IDAHO FALLS**

The State Board of Education on Thursday and Friday will consider several K-12 issues. Agenda materials should be available next week. The board will consider for approval:

- **New proficiency scores and descriptors for advanced, proficient, basic, and below basic performance for the ISAT.** The scores and descriptors will be applied to the 2007 Spring ISAT and will be reviewed again.
- **Four options for increasing math and science requirements for high school graduation.** If the board approves one of the options, it will hold public hearings in the fall. All the options include increasing credits required in science and math and requiring the completion of a senior project and college entrance exam.
- **Revised English Language Development (ELD) standards.** A committee of Idaho educators revised the standards. Professional development on the revised standards will be held in 2006-07.
- **Proficiency scores for the Idaho English Language Assessment (IELA).** If approved, the scores will be applied to the 2006 Spring IELA results. Student scores are expected to be available by Aug. 16 and districts will be able to download information from the state.
- **Proposed LEP Accountability Plan.** Federal Title III law requires that states monitor the progress of local education agencies in ensuring that LEP students meet state goals for English language acquisition. The proposed plan identifies the targets and sanctions.
- **Curricular materials for adoption.** Materials approved by the board will be available for review at several sites around the state. The schedule is available at:  
<http://www.sde.idaho.gov/instruct/Curriculum/docs/homepage/TextbookCavanavan.pdf>

- **LEP accountability rules.** The proposed rules incorporate the main areas of compliance within the LEP program, including assessment and data collection requirements.
- **Changing the definition of 'at risk' student.** The proposed rule would include LEP students.

## **TEMPORARY MEDICAID RULES AVAILABLE FOR REVIEW, COMMENT**

Educators and the public are invited to review and comment on temporary proposed administrative rules on school-based Medicaid. The rules are available at <http://www.sde.idaho.gov/SpecialEd/medicaid/> and contain some significant changes, including the elimination of the IEP reimbursement as required by federal regulations. For more information contact Marybeth Wells at (208) 332-6915.

## **NEW LAW SUMMARY OMITTS CHANGES IN RULES**

The new Idaho Education Laws and Rules publication inadvertently omitted two rule changes. The omitted information is:

- Rules on the Generalist Endorsement for the Exceptional Child Certificate
- Rules on Gifted and Talented

Both are available at:

<http://adm.idaho.gov/adminrules/rules/idapa08/08index.htm>. Those interested in the General Endorsement for Exceptional Child Certificate change should look at IDAPA 08.02.02, Rules Governing Uniformity, pages 15-16. For more information, contact Patty Toney at (208) 332-6938. The rules for Gifted and Talented will be posted under IDAPA 08.02.03.999. For more information about this section, please contact Val Schorzman at (208) 332-6920.

## **SCHOOL DISTRICTS' RESPONSES SOUGHT TO ACCELERATED LEARNING PROPOSED GRAD RULES**

The attachments to this letter include a summary of responses received at Thursday's superintendents' meeting and a copy of the choices provided. I continue to be interested in your responses to these proposals. If you would like to add your comments, please email me at [jljones@sde.idaho.gov](mailto:jljones@sde.idaho.gov) by noon on Tuesday, August 8.

## Accelerated Learning Proposed Graduation Rules High School – Grades 9 –12

Content Area	Current Credit Requirement	Proposal A	Proposal B	Proposal C	Proposal D
Language Arts (English and Speech)	9	9	9	9	9
<b>Mathematics</b>	<b>4</b> No course titles	<b>8 credits</b> No course titles	<b>6 Credits</b> Including Algebra 1, Geometry and Algebra 2 with no opt out	<b>6 credits</b> Including Algebra 1 and Geometry 2 credits must be taken in senior year *Incentives for school districts to adopt 4 years, Algebra 2	<b>8 credits</b> Including Alg 1, Geometry and Alg 2 or advanced math Opt out available for Algebra 2
Science	4	6 (4 lab)	6 (4 lab)	6 (4 lab)	6 (4 lab)
Social Studies US History, Economics and American Government	5	5	5	5	5
Humanities Interdisciplinary Humanities, Fine Arts or Foreign Language	2	2	2	2	2
Health	1	1	1	1	1
Postsecondary Readiness Plan	4 Year Learning Plan at end of 8 <sup>th</sup> grade	No change	No change	No change	No change
<b>Electives (Minimum number to graduate)</b>	<b>17</b>	<b>15</b>	<b>17</b>	<b>17</b>	<b>15</b>
Senior Project	None	Required including oral presentation, project and written report  Districts design	Required including oral presentation, project and written report  Districts design	Required including oral presentation, project and written report  Districts design	Required including oral presentation, project and written report  Districts design
College Entrance Exam	None	ACT, SAT or Compass by the end of 11 <sup>th</sup> grade  Districts choose options	ACT, SAT or Compass by the end of 11 <sup>th</sup> grade  Districts choose options	ACT, SAT or Compass by the end of 11 <sup>th</sup> grade  Districts choose options	ACT, SAT or Compass by the end of 11 <sup>th</sup> grade  Districts choose options
<b>TOTAL CREDITS</b>	<b>42</b>	<b>46</b>	<b>46</b>	<b>46</b>	<b>46</b>

## Results of “Accelerated Learning Proposed Graduation Rules”

Other than what is currently in place, the chart has no choices except in math. As you can see, the “votes” received at the meeting do not show a clear preference among options A,B,C,D.. The comments regarding a Senior Project heavily emphasize that the decision on whether to have such a project and how to structure such a project should be a local district decision. Comments surrounding the testing are heavily concerned with how costs of required tests will be covered. The consensus is that this must be paid at the state level. In addition, concerns over adequate staffing were constant throughout the submissions.

### Math

Eight credits with no course titles	7 votes
Six credits: Geometry and Algebra 1 and 2 with no opt out of 2	2 votes
Six credits Alg. 1 and Geometry/ 2 credits at 12 grade/ incentives for districts to adopt 4 years and require algebra 2.	6 votes
Eight credits: Alg I, Geometry, Alg 2 or advanced math. Opt-out option for Alg 2	7 votes

*Note: the word “incentives” is not defined.*

### Electives:

15 credits of electives (related to 8 credits of math): 7 votes

17 credits of electives: (related to 6 credits of math) 5 votes

*Note: This data may be simply a by-product of the choice made for math*

### Senior Project Comments:

This decision regarding such a project should be left up to the local district,

The design , including the timing, should be left up to the local district.

### General Comments:

Problems associated with staff, materials, and space (labs) have never been addressed.

Professional technical education courses should be allowed for math and science courses.

If, under proposal D a student can opt out of Algebra 2, why can't they opt out of advanced math?

Ag science and food science should be options for lab courses

Add incentives for students who take more than 6 credits of math such as favored status for scholarships or tuition fee waivers.

Do not require college testing.

The college entrance test should be a recommendation, not a requirement.

The college entrance test should be optional, but there could be incentives to take it.

The tests must be funded at the state level with students exercising the option of which to take.

What are the clearly defined goals of high school redesign? While rigor is discussed, what about relevance? These questions have never been responded to by OSBE representatives.

All in all, the chart shows no real change from the past proposal. Several respondents asked the question: What was accomplished via the “forums” held during the summer?